

Work Experience Rating Sheet

Student: _____
 School District: _____

Work Position: _____
 Supervisor: _____

***Work Experience Performance Check and Behavior Rating is completed each time student works. Supervisor/Employer must complete . Completed**

	_____, 2001													
	Su	M	T	W	Th	F	S	Su	M	T	W	Th	F	S
(Use: + or -)														
Punctuality														
Follows Directions														
Acts Safely at all times														
Use of Tools & Equipment														
Remains On Task														
(Use: 1,2,3,4,5)														
Attention to task														
Relationship with Supervisor														
Attitude to peers, other persons														
Appears to act safely														
Attitude to Learning														
Arrival Time:														
Departure Time:														
Total Hours:														

Comments: + good performance
 - poor performance

Comments: 1 never 2 seldom
 3 sometimes 4 good 5 great

Purpose: Work Experience

Today's Date: ____ / ____ / ____

Student Time Sheet: Period Beginning ____ / ____ / 2001 and Ending ____ / ____ / 2001

Remarks:

(*N.B. Please read see other side for definitions)

Work Experience Rating Sheet Definitions

The following definitions will help supervisors complete time sheets in a meaningful way:

Please write the student's complete name, school district, position and your name.

PERFORMANCES are checked plus (+) for good performance or minus (-) for poor performance. Please include comments if student does not demonstrate ability to perform any one of these duties.

Punctuality: Arrives at the appointed time (not more than five minutes late). Returns from breaks on time.

Follows Directions: Follows verbal or written directions; states whether or not directions are understood or asks for clarification.

Acts Safely at all times: Does not present self as a safety concern, but performs all aspects of the position in a way that is not hurtful to self or others. Asks for clarification if safety factors of the position are not known or if warning has been given by others.

Use of Tools & Equipment: After being given instructions, the student demonstrates proper care and use of tools & equipment. Asks for clarification if use of tool or equipment is not known or understood. Never uses power tools.

Remains on Task: Does not present a concern while performing duties. Can be found on location, performing tasks as assigned by supervisor. If with others, continues to perform tasks productively.

BEHAVIORS are rated 1 (never), 2 (seldom), 3 (sometimes), 4 (good), 5 (great). Please include comments if behavior is rated below 4 (good).

Attention to Task: Pays attention to instruction, asks for clarification, and demonstrates a good effort to behave appropriately. May take notes or seek other means to facilitate learning style. Demonstrates ability to clearly differentiate Work Time issues from other issues not related to the position.

Relationship with Supervisor: Listens when being spoken to; asks questions for proper clarification; makes good attempt to change behavior after constructive criticism is given. Approaches supervisor if problems arise concerning the tasks to be done. Responds in friendly manner; no swearing or foul language used.

Attitude to peers, other persons: Respects other's space. Does not engage in conversation that is a hindrance to activity. May be assertive yet not aggressive to others. Avoids persons who are distractive. Does not associate with certain persons during Work Time session, as indicated by the supervisor. Does not place blame on others. Language is friendly; no swearing or foul language used.

Appears to act Safely: Does not give an appearance of potential danger or hurt to self or others. Changes behavior immediately, when corrected or given a safety command.

Attitude to Learning: Demonstrates a good desire to learn, by listening to, questioning, seeking and acting upon information and knowledge about the activity. Acts with purpose and finds meaning in Work position.

Arrival and Departure Time: Time must be kept in quarter hours.

Please remember, Work Experience time is student-centered; therefore use the activity to document how well the student demonstrates an ability to show potential for performing and behaving well in a future volunteer or work situation.

Thank you for your supervision!

Pre-Vocational Checklist
In Preparation for a Work Study Placement

Students Name: _____

Date: _____

Review the four main areas and rate each characteristic of the student as follows:

1. Student does not demonstrate (never)
2. Student demonstrates infrequently (1-2 times per week)
3. Student demonstrates sometimes (3-4 times per week)
4. Student demonstrates often (5-7 times per week)
5. Student demonstrates always

SELF	1	2	3	4	5	COMMENTS
Self-esteem						
Self-awareness						
Self-control						
Proper Hygiene						
Communication						
Honesty						
Shows Motivation						
Appropriate Behavior						
SAFETY						
Recognizes safety hazards						
Follows rules, written or verbal						
Wears appropriate clothing						
Stays on task, remains focused						
SUPERVISION						
Able to be supervised						
Listens to supervision						
Follows directions						
Takes medication as advised						
SOCIAL						
Adapts to environment						
Works well with coworkers/classmates						
Acts appropriately						

Comments: _____

Reviewed by: _____

(See reverse side for definitions)

Definitions for Pre-vocational Checklist

Please include the student's complete name, date, and your name. Comments are very useful!

Self-esteem: States own name correctly; uses proper handshake; demonstrates a desire to work

Self-awareness: Appears to be alert, ready to participate in activity; uses own name properly

Self-control: Attends to activities of daily living independently, or with assistance, without interruption of work duties.

Proper Hygiene: Appears washed and clean, teeth are brushed, hair is combed clothing has been changed

Communication: Responds to written or oral communication upon request without resistance

Honesty: Gives accurate and true information; can be trusted alone for 5 minutes or more; does not take property or material from work area

Shows Motivation: Initiates activity after instruction; remains focused and engaged in task at hand.

Appropriate Behavior: Acts appropriately for work/school environment; does not bring undue attention to self while performing tasks

Recognizes safety hazards: Reports any unsafe situation; avoids dangers in the area; follows safety rules and regulations

Follows rules, written or verbal: Obeys school/work rules; changes behavior immediately when corrected or given a safety command.

Wears appropriate clothing: Glasses, hats, no loose clothing, etc. are worn in work/school areas as instructed.

Stays on task, remains focused: Remains on task; found where expected to be during tasks, breaks, lunch.

Able to be supervised: Demonstrates ability to recognize and follow instruction.

Listens to supervisor: Listens when spoken to; asks appropriate questions for clarification; respects authority.

Follows directions: Performs tasks as directed, makes no changes without notifying supervisor.

Takes medication as advised: Follows prescriptions or advice of doctor, assisted or independently.

Adapts to environment: Changes behavior properly in different environments; makes good effort to adapt behavior to constructive comments.

Works well with coworkers/classmates: Respects other's space; conversation is appropriate; avoids persons who are distractive; does not associate with certain persons during work/school.

Acts appropriately: Does not bring unnecessary attention to self; participates as instructed.

Evaluation is student-centered; therefore use the activity to document how well the student demonstrates an ability to show potential for performing and behaving well during a community-based work experience.
Thank you for your input.